

## Conflicts in History

### Aligned with Lesson 18 Literacy

#### Week 3 Unit 4: Lesson 18

This week we will move from the concept of slavery to the concept of the Underground Railroad. We will use various resources to deepen literacy skills such as using Text and Graphic Features and Questioning.

#### Essential Questions

What is freedom?

Is it worth risking your life for freedom?

How are conflicts created and resolved?

#### Guiding Question:

1. What was the Underground Railroad?
2. Why did many people place themselves in danger & make sacrifices for people they did not know?
3. What conditions led many slaves to risk their lives to flee slavery?
4. What struggles did they encounter to obtain freedom?

Who was Harriet Tubman?

#### Materials:

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/harriet\\_tubman.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm)

- Harriet Tubman Webquest

[http://www.adkinsarboretum.org/programs\\_events/ugrr.html](http://www.adkinsarboretum.org/programs_events/ugrr.html)

[http://ec2-50-16-227-110.compute-1.amazonaws.com/wned/underground-railroad/media/store/page-media/underground-railroad/26/Lesson\\_HiddenMessages.pdf](http://ec2-50-16-227-110.compute-1.amazonaws.com/wned/underground-railroad/media/store/page-media/underground-railroad/26/Lesson_HiddenMessages.pdf)

- Lesson plan that discusses the hidden messages in slave spirituals.

<http://www.youtube.com/watch?v=eOpp9eUYWEM>

- *The Underground Railroad: The William Still Story*

Journeys Unit 4 Lesson 18 T202-T214

CLLG Page 74-75

The following books can also be used as read alouds as students learn about Harriet Tubman.

*Aunt Harriet's Underground Railroad"*

*A Picture Book of Harriet Tubman"*

## *Moses: When Harriet Tubman Lead Her People To Freedom*

### **Day 1**

Ask students to make a list of features they might find in a non-fiction text. Create a class list with some of these ideas—pictures, labels, headings, etc. Tell students that these features are included as a way to help us better understand what we are reading. Introduce the story, *A Tree is Growing*, from Journeys page T202-T214. Use the lesson in CLLG page 74 to help guide discussion and teaching point.

### **Assessment/Evaluation**

Use Tree Talk activity on page T214.

### **Day 2**

Revisit some of the concepts about trees discussed previously. Visit the following website to discuss how nature played a critical role in the Slaves ability to escape to freedom.

[http://www.adkinsarboretum.org/programs\\_events/ugrr.html](http://www.adkinsarboretum.org/programs_events/ugrr.html)

As you read, discuss some of the features that enable us to get a better understanding of the text.

### **Assessment/Evaluation**

In their Reading Logs, have students write down at least 3 ways in which nature helped the slaves escape to freedom.

### **Day 3**

<http://www.youtube.com/watch?v=eQpp9eUYWEM>

Watch this video about William Still and his escape to freedom.

### **Assessment/Evaluation**

In their Reading Log, have students answer the following question:

What is the Underground Railroad? Why was it important?

### **Day 4**

Use the following lesson plan to help students understand the idea behind the slave spirituals. This lesson is geared for grades 6-8, so monitor and adjust as necessary.

[http://ec2-50-16-227-110.compute-1.amazonaws.com/wned/underground-railroad/media/store/page-media/underground-railroad/26/Lesson\\_HiddenMessages.pdf](http://ec2-50-16-227-110.compute-1.amazonaws.com/wned/underground-railroad/media/store/page-media/underground-railroad/26/Lesson_HiddenMessages.pdf)

<http://pathways.thinkport.org/secrets/gourd1.cfm>

- This site has the words and meanings behind "Follow the Drinking Gourd."

### **Assessment/Evaluation**

The students will identify the hidden meanings in spirituals based on class discussion and Coded Lyrics Worksheets.

### **Day 5**

Revisit the following story about a slaves escape to freedom.

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/escape.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm)

After reading, complete the following activity in which the class will complete a coded letter that might have been used to communicate along the Underground Railroad.

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/secret\\_letter.htm](http://teacher.scholastic.com/activities/bhistory/underground_railroad/secret_letter.htm)

### **Assessment/Evaluation**

In their Reading Log, have students explain what some of the secret codes from the letter really mean.

Pretend you are a "way station" on the Underground Railroad and consider answering the following questions: Why would you risk your family to help strangers? What would happen to you if you were caught? How would you hide the runaway slaves? How would you help the slaves move on to the next safe house? This is a narrative supported with facts. Be sure to include the following:

1. Two facts about why you help runaway slaves.
2. Two facts about what would happen to you if you got caught with runaways.
3. Three facts about the physical condition of the runaways when they arrive.
4. Three ways you help the slaves once they are in your house.
5. A plan about how you will move them to the next safe house.

Write your own coded letter.